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ABSTRACT

Evaluation results of 1979-80 compensatory education programs for pre-kindergarten and kindergarten children in 75 Baltimore, Maryland public and private schools are presented in this report. The program provided early learning experiences in reading, mathematics, and language for educationally disadvantaged 3-, 4-, and 5-year olds to enhance their future achievement in the basic skills. Pre-kindergarten children in the public schools demonstrated pretest to posttest gains on the Boehm Test of Basic Concepts, which evaluates reading, language, and mathematics skills, and showed that they had met program objectives. Public school kindergarten pupils also demonstrated gains in reading and mathematics. Non-public school kindergarten pupils showed gains in language, while pre-kindergarteners were not given the posttest. The program also provided health services for eligible children. The report includes detailed tables on program objectives and achievement of objectives, test results, number and types of program participants, degree of parent participation, number and types of staff involved, and the extent and kinds of health services provided. (Author/MJL)

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ED220562

Elementary and Secondary Education Act, Title I

Evaluation Report

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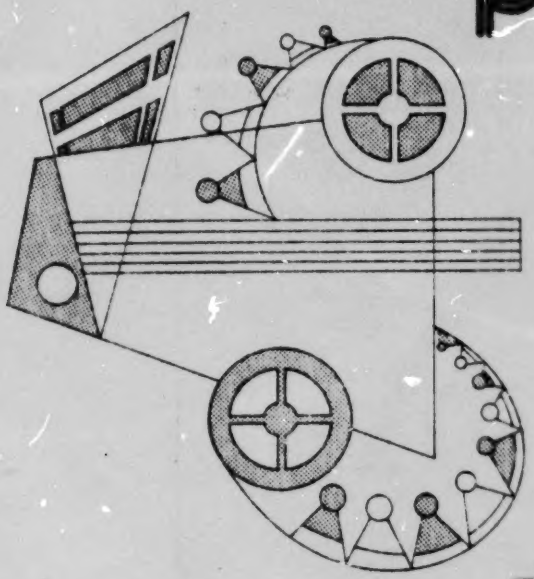

Pre-Kindergarten

Kindergarten

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Office of Testing and Evaluation
Baltimore City Public Schools

School Year 1979-80

UD 022 508

Early Childhood Education Program
Elementary and Secondary Education Act, Title I
FY '80 Pre-K-K

BALTIMORE CITY PUBLIC SCHOOLS

John L. Crew, Sr.
Superintendent of Public Instruction

Bureau of Educational Support Services

Thomas R. Foster
Deputy Superintendent

Office of Testing and Evaluation

Leonard Granick
Staff Director

Ernestine M. Reid
Staff Specialist

March, 1981

Executive Summary Changes

DESCRIPTION OF PROJECT

Background and Description of Needs

The E.S.E.A. Title I Pre-Kindergarten and Kindergarten programs provided early learning experiences for three, four and five year old children. These age groups have been considered the most important period in the life of a child. It has been proven, by experts in the field of Early Childhood Development, that children during this period can be provided learning experiences that could effect the rest of their educational lives. Research has proven that providing positive learning experiences at these early ages, can lead to greater success later on in the educative process, regardless of the economic and/or social backgrounds.

There were criteria established to determine eligibility for the three and four year olds. Those criteria were:

1. Family Stability

   (Family mobility: frequent change of address; marital status of parents; socio-economic conditions; (aid to dependent children)

2. Family Environment

   (Number of members in household, adequate space for living whether house or apartment, etc.)

3. Educational Background of Parents

   (Whether or not parents completed high school)

4. Sibling Participation in Title I Program

   (Whether or not older brothers/sisters participated in a Title I Program; was there sibling participation at the time of registration)

A form, The Pupil Personal History, was utilized during the initial registration of the child. The form was completed by the registrar during a conference with the parent or guardian.

The data gathered from The Pupil Personal History was evaluated in accordance with the criteria established. Preference for entry into the pre-kindergarten program was granted to the child exhibiting the greatest need,

The five year olds entering the kindergarten program were identified as eligible by one of several criteria:

1. Those pupils who were participants in a federally funded pre-kindergarten program were accepted into kindergarten in accordance with exhibited academic need.

   (Public school-based pupils who had been tested with the Boehm Test of Basic Concepts and received a raw score of 30 or less in the spring were considered for eligibility; teacher-recommendations)

2. Pupils living in the attendance area of a Title I school were accepted into the program, until tested in the Fall of the year of entry.

   (Pupils are observed and evaluated by teachers utilizing the Maryland State Teacher Observation Inventory (MSTOI). A child who was evaluated as at-risk (139 below) was eligible)

   (The Test of Basic Experiences (TOBE) was administered during the latter part of October and first part of November. A child who scored 22 raw score points on the language and/or mathematics subtests was considered eligible).

3. Poor performance on the Criterion Performance Assessment (CPA)

4. Poor classroom performance

After educational needs of pupils were identified according to the aforementioned criteria, Title I services were distributed as the needs indicated.

Goals and Objectives

Pupils may enter as "new pupils" at either the pre-kindergarten or kindergarten levels, therefore the overall goal for pre-k-k was to build a foundation that would enhance future achievement in the basic skills,

1. Reading

(a) Pre-Kindergarten (three year olds)

To increase those reading development skills acquired from the reading continuum developed by the Title I Early Childhood Education (ECE) Division of Baltimore City Public Schools for the 1979-1980 school year for three-year old Title I pupils by an average of 10 units, as observed on the Boehm Test of Basic Concepts published by Psychological Corporation, New York.

(b) Pre-Kindergarten (4 year olds)

To increase those reading development skills acquired from the reading continuum developed by the Title I Early Childhood Education (ECE) Division of Baltimore City Public Schools for the 1979-1980 school year for four-year old Title I pupils by an average of 20 units, as observed on the Boehm Test of Basic Concepts.

(c) Kindergarten (5 year olds)

To improve the reading readiness levels of the ESEA Title I pupils in kindergarten so that the average performance of the group on the reading readiness section of a standardized test will show an increase of at least one stanine between the testing sessions.

2. Mathematics

(a) Pre-Kindergarten (3 year olds)

The Boehm Test of Basic Concepts is an evaluation instrument that covers all three areas of instruction (Language, Mathematics, Reading Readiness). Because it is a general, basic concept test, an evaluation of the language and mathematics objectives separately is virtually impossible. Therefore, only the reading objective is discussed as a part of the evaluation. However, it is important to remember that in a general concept instrument, items may be identified as reading readiness, language or mathematics concepts. (i.e. from, top, some, many, few, etc.).

(b) Pre-Kindergarten (4 year olds)

The Boehm Test of Basic Concepts is an evaluation instrument that covers all three areas of instruction (Language, Mathematics, Reading Readiness). Because it is a general, basic concept test, an evaluation of the language and mathematics objectives separately is virtually impossible.

Therefore, only the reading objective is discussed as a part of the evaluation. However, it is important to remember that in a general concept instrument, items may be identified as reading readiness, language or mathematics concepts, (i.e. from, top, some, many, few, etc.).

(c) Kindergarten (5 year olds)

To improve the mathematics readiness of the ESEA-Title I pupils in kindergarten so that the average performance of the group on the mathematics subtest of a standardized test will show an increase of at least one stanine between the testing sessions.

3. Language

The objective that relates to language-kindergarten is included in the language objective for the pre-kindergarten. Language is incorporated with reading at the very early level.[1]

Population or Group Served

There were approximately 3,505 three and four year olds (Pre-kindergarten) and 5,353 five year olds (Kindergarten) served in the public ESEA Title I Elementary Schools. Approximately, twelve, four year olds (Pre-Kindergarten) and 281 five year olds (Kindergarten) were served in the non-public Title I schools.

Project Support and Services

Services

Project funds made possible the following services:

Pre-Kindergarten Teachers
Instructional Aides
Staff Development Activities
Parent Involvement
Comprehensive Medical Services

Special Materials/Equipment

Allocations in the Pre-K-K, Title I program budget for educational supplies and materials were $23,852,50. Supplies

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[1]ESEA Title I Proposal, FY '80-82, (p. 41)

and materials included such services as: Language Masters, Listening Posts, Pre-K teachers and Test Materials.

Staff Requirements

Title I funds made possible the following staffing services:

3 Senior Teachers (Day Care Training)
15 Educational Assistants
58 Pre-K Teachers
58 Pre-K Aides
1 Principal Clerk Typist

Parent Involvement

Parent Involvement, received funds for the following:

88 Parent Liaison Workers

Title I Office

1 Educational Specialist

Office of Staff Development

1 Associate

NonPublic Schools Title I Component only

1 Pre-K Teacher
Children's Aides
Educational Assistants

Total Annual Budget Expenditure

The approximate total of $3,306,826 was allocated.

Project Evaluation

Regular School Year Program

The Pre-Kindergarten-Kindergarten ESEA Title I Program in Baltimore City during the 1979-80 school year was implemented in 75 public elementary schools and 8 non-public schools. There were approximately 8,858 pre-kindergarten-kindergarten pupils in the public schools (3,505 pre-k, 5,353 kindergarteners).

In the nonpublic schools there were twelve four year olds and 281 kindergarten participants.

The schedule for testing students in grades pre-kindergarten and kindergarten is indicated in the following table:

Grade	Name of Instrument	Pretest	Posttest
Pre-K	Boehm Test of Basic Concepts (Form A)	October 1979	May 1980
Kindergarten	*Maryland State Teacher Observation Inventory (MSTOI)	November 1979	-
	Test of Basic Experiences (TOBE) Level K	October 1979	May 1980

*Public Schools Only

Findings

Public Schools

The public school pre-kindergarten, 3 year olds met the objectives set by the program personnel. According to the Boehm Test of Basic Concepts, Form A, 75 per cent of the pupils measured pre and post, (n=305) indicated gains of 10 points or more.

The Boehm Test of Basic Concepts intermingles all three objective areas (reading, language, mathematics), therefore the evaluation entails all three objectives, collectively.

The four year olds met their objectives. A demonstrated gain of 20 units between pre and post testing sessions by 39 per cent of the pupils measured (n=2,243) was indicated.

Of the 2,243 pupils measured, 9% achieved gains above the 20 units expected between pre and post testing.

The kindergarten pupils (94%) in reading, met the objective by demonstrating a growth of 1 stanine between testing sessions. In mathematics 92% of the pupils met the objective.

The language subtest of the Maryland State Teacher Observation Inventory (MSTOI) (administered in November 1979) and the Test of Basic Experience (TOBE) Language subtest (administered November 1979) were correlated to validate program impact. The resulting coefficient of correlation (r) indicated a positive, but low relationship of 0.35.

The correlation coefficient was computed between the Maryland Systematic Teacher Observation Inventory (MSTOI) and the Test of Basic Experience (TOBE) to determine what relationship was apparent between the two measures. The MSTOI was utilized in the Fall of 1979 as was the TOBE.

The MSTOI was a measure that provided an evaluation of pupils through observations made by teachers during the first six weeks of school. The students were observed in five areas of development (psychomotor, sensory perception, language, affect-motivation, and cognition). At the end of the six week they were scored on a point system of 1-5 for each item. (There were 36 items). Each area of development was summarized in accordance with the teacher's observations.

Because the objective for language was the area of greatest stress placed by the Early Childhood Education Office, the correlation was requested for the language subtests on both the TOBE and the MSTOI.

The TOBE was an instrument that measured the basic experiences of pupils. It covered two areas of development, language and mathematics. The test was administered Fall, 1979 and Spring 1980. The raw score value on the language, subtest had 28 as the highest point. The TOBE WAS administered in the Fall during the same period that teachers were to have been observing and evaluating pupils, utilizing the MSTOI.

To compute the correlation coefficient between the language subtests of both instruments, the raw score for individuals were computed. It was found that the correlation was low, but positive, and statistically significant.

The correlation coefficient of .35 (r=.35) indicated that teachers, for the most part, were evaluating pupils in a way that could have been considered predictive of the pupils' performance on the TOBE. However, the low correlation indicated that this was not true for the majority of teachers.

The positive, but low, correlation provided for the first time, in the more than five years of usage of the MSTOI that the teachers' observations could be related to the pupil's performance on the standardized test (TOBE). All teachers, with proper guidance and training in the developmental process of young children, may be able to predict pupils' performance levels before they receive TOBE test results. It is important however that they take a good hard look at how they perceived the child and the child's actual test performance. This will be studied further.

Nonpublic Schools

Nonpublic school pre-kindergarten pupils (12) were not tested in the posttest program for reasons unknown to the evaluator.

The kindergarten pupils indicated the accomplishment of program goals by making gains of one or more stanine between testing sessions in language subtest of the Test of Basic Experiences, Level K. They, too, exceeded the set of goals as did the public school kindergarten pupils. According to the data 83% of the pupils indicated gains of 2 or more stanines in language. In mathematics, though, the average pre and post test stanine was 4.0.

Health Services

Health Services as provided through the Baltimore City Health Department to ESEA Title I pupils, reached 919 pre-kindergarten pupils. Many of these children were in need of medical treatment such as visual, auditory and others.

Of the 919 pupils offered screening, 598 screenings were completed. Referrals were made in 38 cases. Twenty four (24) referrals were in compliance and 23 of the 24 were found to need treatment in blood deficiencies.

Because of the nature of reporting kindergarten pupils along with the group in grades 1-4, it was difficult to distinguish data common to kindergarten pupils.

Other Programs Related to Title I

Early Identification of Learning Problems
Extended Early Elementary Program (EEEP)
Continuous Learning Program

These programs will be forth-coming in separate reports.

Commendations and Recommendations

Commendations

The Pre-Kindergarten-Kindergarten Program was apparently successful in meeting its goals and objectives.

Continuity in learning development was evident in gains demonstrated by pupils, as observed, after pre and post testing. This was, also apparent in pupils who have passed from Pre-Kindergarten to kindergarten.

Teachers and other program planners showed a remarkable interest in concept development by the large number of requests made for the use of the Boehm Concept Kits.

Interest in developing test awareness among the very young was apparent in requests made for presentations to school and parent groups.

Recommendations

It is, also most important that every child or as many children as possible be tested and counted.

It is recommended that all test materials and other needed pupil data be returned accurately and punctually to the Office of Testing and Evaluation. This in turn, will bring about speedier reportage to teachers and other Early Childhood personnel.

EARLY CHILDHOOD EDUCATION PROGRAM-GRADES PRE-K-K, FY '80

ELEMENTARY AND SECONDARY EDUCATION ACT, TITLE I

BALTIMORE CITY PUBLIC SCHOOLS

John L. Crew, Sr.
Superintendent of Public Instruction

Bureau of Educational Research Services

Thomas R. Foster
Deputy Superintendent

Office of Testing and Evaluation

Leonard Granick
Staff Director

Ernestine M. Reid
Staff Specialist

February 1981

MARYLAND STATE DEPARTMENT OF EDUCATION
Division of Compensatory, Urban, and Supplementary Programs

ANNUAL EVALUATION REPORT ON ESEA TITLE I PROGRAMS

FISCAL YEAR 1980

1. Local Education Agency (LEA): Baltimore City Public Schools
2. Authorized Representative for LEA:
   a. Name: Robert W. Armacost
   b. Title: Deputy Superintendent Center for Planning, Research, & Evaluation
   c. Mailing Address: Baltimore City Department of Education
      3 East 25th Street
      Baltimore, Maryland 21218
   d. Telephone Number: (301) 396-6934
   e. Signature: Robert W. Armacost Date: 5/27/81
3. State Project Number: Public Law 89-10 (Pre-K-K)
4. Title of Project: Elementary Secondary Education Act Title I (Pre-Kindergarten-Kindergarten)
5. Length of Project:
   a. Beginning Date: September, 1979
   b. Ending Date: June, 1980

County Name Baltimore City

Form B-1

Total Number of Participants in the 1979-80 ESEA Title I Program

	No. of Title I Participants in the 1979-80 Regular School Term			No. of Title I Participants in the 1980 Summer School Term			
	Public	Non-Public	Total	Public	Non-Public	Total	
Grade Level							
Pre-K	3,505	12	3,517	2		2	
K	5,353	281	5,634	1	1	2	
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							Local N or D
12							
Grand Total	8,858	293	9,151	3	1	4	
Reading	8,858	293	9,151	2	1	3	
Mathematics	8,858	293	9,151	1	1	1	
Special for Handicapped							
Supporting Services							
Attendance, Social Work, Guidance and Psychology							
Health and Nutrition	*919		919				
Pupil Transportation							
Racial/Ethnic Groups							
Amer. Indian or Alaskan Native	20	1	21				
Asian or Pacific Islander	18	1	19				
Black, not Hispanic	7,760	130	7,890	3		3	
Hispanic	15	1	16				
White, not Hispanic	1,045	31	1,076		1	1	

*This number represents Pre-K only. Kindergarten pupils were included in K-4.

Baltimore City Public Schools

Form B-2

Parent Activity Information

		Number	Percentage
A.	School Advisory Councils		
1.	Number of elected members of advisory councils	549	
2.	Number and percentage of elected members of an advisory council who were parents of Title I public school students	412	75
3.	Number and percentage of elected members of an advisory council who were parents of Title I non-public school students	N/A	
4.	Number and percentage of elected members of an advisory council who received training (not necessarily Title I-funded training) related to advisory council activities	546	98%
5.	Did you provide local Title I funds for school and/or county advisory council activities? (Check one) Yes X No ____		
6.	Mean number of persons attending	20	
B.	Parent Activities		
1.	Number of parents of Title I students who have participated in project planning, implementation, and/or evaluation	546	
2.	Number of parents of Title I students who have worked as volunteers in the Title I classroom tutoring, reading stories, or helping in constructing reading and mathematics games	312	
3.	Number of parents of Title I students who have worked as volunteers in Title I activities outside the Title I classroom (e.g., chaperoned activities, provided transportation, etc.)	390	
4.	Number of parents of non-Title I students who were involved in one or more of the Title I activities listed under B1 through B3	156	

County Name ~~Baltimore City~~

Nonpublic Schools

Form B-2

Parent Activity Information

A. School Advisory Councils	Number	Percentage
1. Number of elected members of advisory councils	14	
2. Number and percentage of elected members of an advisory council who were parents of Title I public school students	0	0
3. Number and percentage of elected members of an advisory council who were parents of Title I non-public school students	12	86
4. Number and percentage of elected members of an advisory council who received training (not necessarily Title I-funded training) related to advisory council activities	7	50
5. Did you provide local Title I funds for school and/or county advisory council activities? (Check one)		
Yes ____		
No X		
6. Mean number of persons attending	7	
B. Parent Activities		
1. Number of parents of Title I students who have participated in project planning, implementation, and/or evaluation	46	
2. Number of parents of Title I students who have worked as volunteers in the Title I classroom tutoring, reading stories, or helping in constructing reading and mathematics games	36	
3. Number of parents of Title I students who have worked as volunteers in Title I activities outside the Title I classroom (e.g., chaperoned activities, provided transportation, etc.)	120	
4. Number of parents of non-Title I students who were involved in one or more of the Title I activities listed under B1 through B3	78	

County Name Baltimore City

Form B-3

Title I Staff and Training Information

A. Number of Staff:

Job Classification	Full-time Equivalent
Administrative Staff	16
Principals	25
Teachers/Resource Teachers/Helping Teachers	95
Teacher Aides	
Curriculum Coordinators and Supervisors	
Staff Providing Support Services (e.g. psychologist, counselor, speech therapist, social worker, nurse, parent coordinator)	
Clerical Staff	
Community/Parent Aides	5
Others: 1. 2. 3. 4. 5.	

B. Number of Title I and Non-Title I Staff Who Received Title I-Funded Training: 0

Job Classification	Title I Staff	Non-Title I Staff
Administrative Staff		
Principals		
Teachers/Resource Teachers/ Helping Teachers		
Teacher Aides		
Curriculum Coordinators and Supervisors		
Community/Parent Aides		

County Name Baltimore City

Form B-4

Program Objectives and Degree Achieved

1. OBJECTIVES	GRADE	2. DEGREE ACHIEVED
[1]To increase those reading		
development skills acquired from	Pre-K	
the reading continuum developed	(Three-Year old)	See Reading Objective p. 5
by the Title I Early Childhood		
Education (ECE) Division of		
Baltimore City Public Schools		
for the 1979-80 school year for		
three-year old Title I Pupils		
by an average of 10 units, as		
observed on the Boehm Test of		
Basic Concepts published by		
Psychological Corporation, New York.		

[1]FY'80 ESEA Title I Proposal, p. 28

County Name Baltimore City

Form B-4

Program Objectives and Degree Achieved

(Three Year Olds)

1. OBJECTIVES	GRADE	2. DEGREE ACHIEVED
To raise the readiness skills in mathematical development as the result of the pre-kindergarten instructional program for three year old Title I pupils by an average increase of 10 units, as observed on the Boehm Test of Basic Concepts for the 1979-80 school year.	Pre-K (Three Year Olds)	See Reading Objective p. 5

County Name Baltimore City

Form B-4

Program Objectives and Degree Achieved

3 year olds

1. OBJECTIVES	GRADE	2. DEGREE ACHIEVED
To increase those skills that assure readiness attainment of language development of three year olds by ten points as observed on the Boehm Test of Basic Concepts (Pre and Post Tests)	3 year olds	See Reading Objective p. 5

County Name Baltimore City

Form B-4

Program Objectives and Degree Achieved

1. OBJECTIVES	GRADE	2. DEGREE ACHIEVED
[1]To increase those reading development skills acquired from the reading continuum developed by the Title I Early Childhood Education (ECE) Division of Baltimore City Public Schools for the 1979-80 school year for four-year old Title I Pupils by an average of 20 units, as observed on the Boehm Test of Basic Concepts published by Psychological Corporation, New York.	Pre-K (Four-Year Old)	See Reading Objective p. 5

[1]FY'80 ESEA Title I Proposal, p. 28

County Name Baltimore City

Form B-4

Program Objectives and Degree Achieved

(Four Year Olds)

1. OBJECTIVES	GRADE	2. DEGREE ACHIEVED
To raise the readiness skills in mathematical development as the result of the pre-kindergarten instructional program for 60 percent of four year old Title I pupils, as observed by an average increase of 20 units on the Boehm Test of Basic Concepts for the 1979-80 school year.[1]	Pre-K (Four Year Olds)	See Reading Objective p. 5

[1] FY '80 ESEA Title I Proposal, p. 35

County Name Baltimore City

Form B-4

Program Objectives and Degree Achieved

4 year olds

1. OBJECTIVES	GRADE	2. DEGREE ACHIEVED
To increase those skills that assure		
readiness attainment of language	4 year olds	
development of four year olds by		See Reading Objective p. 6b
twenty points as observed on the		
Boehm Test of Basic Concepts.		
(Pre and Post Tests)		

[1]FY '80 ESEA Title I Proposal, p. 41

County Name Baltimore City

Form B-4

Program Objectives and Degree Achieved

Kindergarten

1. OBJECTIVES	GRADE	2. DEGREE ACHIEVED
[1]To improve the reading readiness	Kindergarten	According to test results 94%
levels of the ESEA Title I pupils		of the children gained 1 stanine
in kindergarten so that the		or more between testing periods.
average performance of the group		
on the reading readiness section		
of a standardized test will show		
an increase of at least one		
stanine between the testing		
sessions.		

[1]FY '80 ESEA Title I Proposal, p. 29

County Name [illegible]

Form B-4

Program Objectives and Degree Achieved

Kindergarten

1. OBJECTIVES	GRADE	2. DEGREE ACHIEVED
[1]To improve the mathematics readiness of the ESEA Title I pupils in kindergarten so that the average performance of the group on the mathematics subtest of a standardized test will show an increase of at least one stanine between the testing sessions.	Kindergarten	According to test results 92% of the children reached a goal of achieving 1 stanine or more between testing periods.

[1]FY '80 ESEA Title I Proposal, p. 36

County Name Baltimore City

Form B-4

Program Objectives and Degree Achieved

5 year olds

1. OBJECTIVES	GRADE	2. DEGREE ACHIEVED
To increase those skills that assure		
readiness attainment of language	5 year olds	
development of five year olds by		See Reading Objectives p. 7
an increase of at least one		
stanine between the testing		
sessions.		

County Name Baltimore City

FORM B-S
Standardized Test Information

1. Subject: [X] Reading (subtest) Language
[ ] Mathematics (subtest) _____

2. Type of School: [X] Public
[ ] Non-Public

SELECTION TESTS 3. Name (Edition Year)	Grade	Form 4	Level 5	Date 6	Selection and Evaluation Test Scores Checked at County Level by: (Specify Name and Position) 7
[1]Boehm Test of Basic Concepts	Pre-K	B7	A	5/79	Dr. Ernestine M. Reid, Staff Specialist (OTE)
TOBE 1970 (MSTOI 1975)	K				and Staff
	1				
	2				
	3				
	4				
	5				
	6				
	7				
	8				
	9				

EVALUATION TESTS Name (Edition Year) 8		Grade	Form 9		Level 10		Dates 11		Make-Up Test Dates 12		Tests Scored: 13	
Pretest	Posttest		Pre	Post	Pre	Post	Pre	Post	Pre	Post	a. Locally by Hand	b. By Machine*
[1]Boehm1969	Boehm 1969	PreK	B7	B7	A	A	10/79	5/80	10/79	5/80		BCPS
TOBE 1970	TOBE 1970	K	-	-	K	K	10/79	5/80	10/79	5/80		CTB
		1										McGraw
		2										Hill
		3										
		4										
		5										
		6										
		7										
		8										
		9										

*Specify Name of Scoring Service

[1]Converted to Machine-scoreable booklets by OTE, 1979, by permission of Psychological Corporation.

County Name Baltimore City

FORM B-5
Standardized Test Information

1. Subject: ☐ Reading (subtest) _____ 2. Type of School: ☒ Public
☒ Mathematics (subtest) Mathematics ☐ Non-Public

SELECTION TE... 3. Name (Edition Year)	Grade	Form 4	Level 5	Date 6	Selection and Evaluation Test Scores Checked at County Level by: (Specify Name and Position) 7
	Pre-K				
TOBE	K	-	K	1/80	Dr. Ernestine M. Reid, Staff Specialist (OTE) and Staff
	1				
	2				
	3				
	4				
	5				
	6				
	7				
	8				
	9				

EVALUATION TESTS Name (Edition Year) 8		Grade	Form 9		Level 10		Dates 11		Make-Up Test Dates 12		Tests Scored: 13	
Pretest	Posttest		Pre	Post	Pre	Post	Pre	Post	Pre	Post	a. Locally by Hand	b. By Machine
		PreK										
TOBE 1970	TCBE 1970	K	-	-	K	K	10/79	5/80	10/79	5/80		CTB McGraw Hill
		1										
		2										
		3										
		4										
		5										
		6										
		7										
		8										
		9										

*Specify Name of Scoring Service

[1] Converted to Machine -scoreable booklets by OTE, 1979, by permission of Psychological Corporation.

8a

County Name Baltimore City Form B-6

Program Information and Standardized Achievement Test Averages

1. Subject: [X] Reading Language [ ] Mathematics (subtest) _____

2. Type of School: [X] Public [ ] Non Public

2. Testing Schedule: [ ] Spring to Spring [X] Fall to Spring

Gr.	Member-ship-Count	No. of Partici-pants	N	No. of Mos. Be-tween Tests	Aver. Pre-test Sta-nine Raw Score	Aver. Pre-test NCE or Stand. Score	Aver. Post-test Sta-nine Raw Score	Aver. Post-test NCE or Stan. Score	Pre-test Per-cent-ile Rank	Pre-test NCE	Post-test Per-cent-ile Rank	Post-test NCE	NCE Gain	Aver. Sta-nine Gain Raw Score
	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Pre K 1	3,036	3,505	305	8	15.7	N/A	29.6	N/A	N/A	N/A	N/A	N/A	N/A	14.2
Pre K 2			2,243	8	22.6	N/A	35.2	N/A	N/A	N/A	N/A	N/A	N/A	12.6
K	4,670	5,353	3,557	8	4.0	44	6.0	58	27	37.1	64	57.5	20.4	2.0

1. Stanines are presented for kindergarten TOBE Test Scores.

2. Raw Scores are presented for Pre-K tests (Boehm).

County Name Baltimore City

Form B-6

Program Information and Standardized Achievement Test Averages

1. Subject: [ ] Reading _____ [X] Mathematics (subtest) Mathematics

2. Type of School: [X] Public [ ] Non Public

2. Testing Schedule: [ ] Spring to Spring [X] Fall to Spring

Gr.	Member-ship-Count	No. of Partici-pants	N	No. of Mos. Be-tween Tests	Aver. Pre-test Sta-nine Raw Score	Aver. Pre-test NCE or Stand. Score	Aver. Post-test Sta-nine Raw Score	Aver. Post-test NCE or Stan. Score	Pre-test Per-cent-ile Rank	Pre-test NCE	Post-test Per-cent-ile Rank	Post-test NCE	NCE Gain	Aver. Sta-nine Gain Raw Score
	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Pre K 1			Not Applicable											
Pre K 2			Not Applicable											
K	4,670	5,353	3,515	8	4.0	43	5.0	56	24	35.1	57	53.7	18.6	1.0

Form B-7

Amount Of Gain Achieved On
Standardized Achievement Tests

1. Subject Matter:
   - [X] Reading
   - [ ] Mathematics

2. Type of School:
   - [X] Public School
   - [ ] Non-Public School

3. Testing Schedule
   - [ ] Spring to Spring
   - [X] Fall to Spring

Subtest Language

Grade	4. Number of Stanine/Raw Score											
	5 or Less	6	7	8	9	10	11	12	13	14	15 or More	Total N
Pre-K 1	1a 36	10	7	16	7	19	12	19	19	13	147	305
Pre-K 2	1b 453	81	89	111	84	114	99	117	118	101	876	2243
K	2 3159	279	88	31	Not Applicable							3557

Code:

Pre-K[1] - three year olds

Pre-K[2] - four year olds

1. a-b includes those pupils who indicated no gain and negative gains

2. There are 2,948 pupils in this group that indicated 1 or more stanine gain. There were only 211 pupils who indicated 0 or negative gains.

3. The number of pupils (876) represents the 39 percent indicating gains of 20 raw score points from pre and post tests.

Form B-7

Amount Of Gain Achieved On
Standardized Achievement Tests

1. Subject Matter:
   - ☐ Reading
   - ☒ Mathematics

2. Type of School:
   - ☒ Public School
   - ☐ Non-Public School

3. Testing Schedule
   - ☐ Spring to Spring
   - ☒ Fall to Spring

Subtest Mathematics

Grade	4. Number of Stanine/Raw Score											
	5 or Less	6	7	8	9	10	11	12	13	14	15 or More	Total N
Pre-K			Not Applicable									
Pre-K			Not Applicable									
K	3357	94	57	7	Not Applicable							3515

*In the 5 or less category, 3089 pupils indicated gains of one stanine or more, which was the objective for the Kindergarten, Title I program.

Names of Schools Reporting a Growth
Rate of 10 or more Raw Score Units
or 2 or more Stanines

Form B-8

Outcomes Assessment

Names of Schools Reporting A Growth Rate of 10 or more Raw Score Units or 2 or more Stanines	READING GRADE		
	Pre-K	Pre-K	K
David E. Weglein	X	X	X
Stuart Hill	X		X
Langston-Hughes		X	X
Cecil			X
City Springs			X
James McHenry		X	X
Eutaw Marshburn			X
Tench Tilghman		X	X
Parks Heights		X	X
Johnston Square			X
Franklin D. Roosevelt		X	
Lexington Terrace	X		X
George Washington		X	X
General Wolfe		X	X
Westside			X
Dr. Rayner Browne			X
Madison Square	X	X	X

Names of Schools Reporting A Growth Rate of 10 or more Raw Score Units or 2 or more Stanines	MATHEMATICS GRADE		
	Pre-K	Pre-K	K
David E. Weglein			X
Stuart Hill			X
Langston-Hughes			X
Cecil			X
City Springs			X
James McHenry			X
Eutaw Marshburn			X
Tench Tilghman			X
Parks Heights			X
Johnston Square			X
Franklin D. Roosevelt			X
Lexington Terrace			X
George Washington			X
General Wolfe			X
Westside			X
Dr. Rayner Browne			X
Madison Square			X

Form B-8

Outcomes Assessment

Names of Schools Reporting A Growth Rate of 10 or more Raw Score Units or 2 or more Stanines	READING GRADE		
	Pre-K	Pre-K	K
Com[illegible] John Rodgers	X		X
Will[illegible] Pinderhughes	X	X	X
[illegible] Henson			X
George Street			X
Coldstream Park		X	X
Guilford Avenue		X	X
Barrister C. Carroll		X	X
Harlem Park			X
Harford Heights		X	X
Malcolm X		X	X
Dallas F. Nicholas,Sr.			X
Federal Hill			X
J[illegible]roe			X
Abbo[illegible]son			X
Spr[illegible]ill			X
Marg[illegible] Brent			X
Barc[illegible]			X

Names of Schools Reporting A Growth Rate of 10 or more Raw Score Units or 2 or more Stanines	MATHEMATICS GRADE		
	Pre-K	Pre-K	K
Commodore John Rodgers			X
William Pinderhughes			X
Matthew Henson			X
George Street			X
Coldstream Park			X
Guilford Avenue			X
Barrister C. Carroll			X
Harlem Park			X
Harford Heights			X
Malcolm X			X
Dallas F. Nicholas, Sr.			X
Federal Hill			X
James Monroe			X
Abbottsen			X
Springhill			X
Margret Brent			X
Barclay			X

11a

Form B-8

Outcomes Assessment

Names of Schools Reporting A Growth Rate of 10 or more Raw Score Units or 2 or more Stanines	READING		
	GRADE		
	Pre-K	Pre-K	K
Gwynns Falls			X
John Eager Howard			X
Edgecomb Circle			X
Rosemont			X
Edgewood			X
Betsy Ross			X
Mordecai Gist			X
Irvington		X	X
[illegible]		X	X
Collington Square		X	X
Elmer A. Henderson			X
Thomas G. Hayes	X	X	X
Gilmore		X	X
Duke Ellington			X
[illegible] C. Taylor	X	X	X
Bay[illegible]k			X
Furman [illegible]leton		X	X

Names of Schools Reporting A Growth Rate of 10 or more Raw Score Units or 2 or more Stanines	MATHEMATICS		
	GRADE		
	Pre-K	Pre-K	K
Gwynns Falls			
John Eager Howard			X
Edgecomb Circle			X
Rosemont			X
Edgewood			X
Betsy Ross			X
Mordecai Gist			X
Irvington			X
Lakewood			X
Collington Square			X
Elmer A. Henderson			X
Thomas G. Hayes			X
Gilmore			X
Duke Ellington			X
Samuel C. Taylor			X
Bay-Brook			
Furman L. Templeton			X

11b

Form B-8

Outcomes Assessment

Names of Schools Reporting A Growth Rate of 10 or more Raw Score Units or 2 or more Stanines	READING		
	GRADE		
	Pre-K	Pre-K	K
Walter P. Carter			X
Luther Craven Mitchell		X	X
Robert Fulton		X	X
Charles Carroll of Car.	X		X
Robert W. Coleman			X
Alexander Hamilton	X	X	X
Rutland			X
Bentalou		X	X
George Kelson	X	X	X
Cherry Hill			X
Carter G. Woodson			X
Patapsco	X	X	X
Arundel			X
Lafayette			X
Mary E. Rodman			X
Belmont			X
Pimlico		X	X

Names of Schools Reporting A Growth Rate of 10 or more Raw Score Units or 2 or more Stanines	MATHEMATICS		
	GRADE		
	Pre-K	Pre-K	K
Walter P. Carter			X
Luther Craven Mitchell			X
Robert Fulton			
Charles Carroll of Car.			X
Robert W. Coleman			X
Alexander Hamilton			X
Rutland			X
Bentalou			X
George Kelson			X
Cherry Hill			X
Carter G. Woodson			
Patapsco			X
Arundel			X
Lafayette			X
Mary E. Rodman			X
Belmont			X
Pimlico			X

Form B-8

Outcomes Assessment

Names of Schools Reporting A Growth Rate of 10 or more Raw Score Units or 2 or more Stanines	READING GRADE		
	Pre-K	Pre-K	K
Westport		X	X
St. Helena			X
Holabird			X
Victory		X	X
Graceland Park -O'Donn.	X		X
Dr. Bernard Harris, Sr.	X		X
[illegible]erman-Bundy	X		X

Names of Schools Reporting A Growth Rate of 10 or more Raw Score Units or 2 or more Stanines	MATHEMATICS GRADE		
	Pre-K	Pre-K	K
Westport			X
St. Helena			
Holabird			
Victory			X
Graceland Park-O'Donn.			X
Dr. Bernard Harris, Sr.			X
Lockerman-Bundy			X

11d

Names of Schools Reporting a Growth Rate of 6 or less Raw Score Units or 1 or less stanines

Form B-8

Outcomes Assessment

Names of Schools Reporting A Growth Rate of 6 or less Raw Score Units or 1 or less Stanines	READING		
	GRADE		
	Pre-K	Pre-K	K
David E. Weglein			
Steuart Hill			
Langston-Hughes			
Cecil			
City Springs			
James McHenry			
Eutaw Marshburn			
Tench Tilghman			
Parks Heights			
Johnston Square			
Franklin D. Roosevelt			
Lexington Terrace		X	
George Washington			
General Wolfe			
Westside		X	
Dr. Rayner Bro			
Madison Squar			

Names of Schools Reporting A Growth Rate of 6 or less Raw Score Units or 1 or less Stanines	MATHEMATICS		
	GRADE		
	Pre-K	Pre-K	K
David E. Weglein			
Steuart Hill			
Langston-Hughes			
Cecil			
City Springs			
James McHenry			
Eutaw Marshburn			
Tench Tilghman			
Parks Heights			
Johnston Square			
Franklin D. Roosevelt			
Lexington Terrace			
George Washington			
General wolfe			
Westside			
Dr. Rayner Browne			
Madison Square			

Form B-8

Outcomes Assessment

Names of Schools Reporting A Growth Rate of 6 or less Raw Score Units or 1 or less Stanines	READING		
	GRADE		
	Pre-K	Pre-K	K
Commodore John Rodgers		X	
William Pinderhughes			
Matthew Henson			
George Street		X	
Coldstream Park			
Guilford Avenue			
Barrister C. Carroll			
Harlem Park			
Harford Heights			
Malcolm X			
Dallas F. Nicholas, Sr.		X	
Federal Hill		X	
James Monroe		X	
Abbottson			
Springhill			
Margret Brent			
Barclay			

Names of Schools Reporting A Growth Rate of 6 or less Raw Score Units or 1 or less Stanines	MATHEMATICS		
	GRADE		
	Pre-K	Pre-K	K
Commodore John Rodgers			
William Pinderhughes			
Matthew Henson			
George Street			
Coldstream Park			
Guilford Avenue			
Barrister C. Carroll			
Harlem Park			
Harford Heights			
Malcolm X			
Dallas F. Nicholas, Sr.			
Federal Hill			
James Monroe			
Abbottson			
Springhill			
Margret Brent			
Barclay			

Form B-8

Outcomes Assessment

Names of Schools Reporting A Growth Rate of 6 or less Raw Score Units or 1 or less Stanines	READING		
	GRADE		
	Pre-K	Pre-K	K
Gwynns Falls			
John Eager Howard			
Edgecomb Circle			
Rosemont	X	X	
Edgewood			
Betsy Ross			
Mordecai Gist			
Irvington			
Lakewood			
Collington Square			
Elmer A. Henderson		X	
Thomas G. Hayes			
Gilmore			
Duke Ellington			
Samuel C. Taylor			
Bay-Brook		X	
Furman L. Templeton			

Names of Schools Reporting A Growth Rate of 6 or less Raw Score Units or 1 or less Stanines	MATHEMATICS		
	GRADE		
	Pre-K	Pre-K	K
Gwynns Falls			X
John Eager Howard			
Edgecomb Circle			
Rosemont			
Edgewood			
Betsy Ross			
Mordecai Gist			
Irvington			
Lakewood			
Collington Square			
Elmer A. Henderson			
Thomas G. Hayes			
Gilmore			
Duke Ellington			
Samuel C. Taylor			
Bay-Brook			X
Furman L. Templeton			

12b

Form B-8

Outcomes Assessment

Names of Schools Reporting A Growth Rate of 6 or less Raw Score Units or 1or less Stanines	READING		
	GRADE		
	Pre-K	Pre-K	K
Walter P. Carter			
Luther Craven Mitchell			
Robert Fulton			
Charles Carroll of Car.		X	
Robert W. Coleman			
Alexander Hamilton			
Rutland		X	
Bentalou			
George Kelson			
Cherry Hill			
Carter G. Woodson			
Patapsco			
Arundel		X	
Lafayette			
Mary E. Rodman			
Belmont		X	
Pimlico			

Names of Schools Reporting A Growth Rate of 6 or less Raw Score Units or 1 or less Stanines	MATHEMATICS		
	GRADE		
	Pre-K	Pre-K	K
Walter P. Carter			
Luther Craven Mitchell			
Robert Fulton			X
Charles Carroll of Car.			
Robert W. Coleman			
Alexander Hamilton			
Rutland			
Bentalou			
George Kelson			
Cherry Hill			
Carter G. Woodson			X
Patapsco			
Arundel			
Lafayette			
Mary E. Rodman			
Belmont			
Pimlico			

Form B-8

Outcomes Assessment

Names of Schools Reporting A Growth Rate of 6 or less Raw Score Units or 1 or less Stanines	READING		
	GRADE		
	Pre-K	Pre-K	K
Westport			
St. Helena			
Holabird			
Victory			
Graceland Park -O'Donn.			
Dr. Bernard Harris, Sr.			
Lockerman-Bundy			

Names of Schools Reporting A Growth Rate of 6 or less Raw Score Units or 1 or less Stanines	MATHEMATICS		
	GRADE		
	Pre-K	Pre-K	K
Westport			
St. Helena			X
Holabird			X
Victory			
Graceland Park-O'Donn.			
Dr. Bernard Harris, Sr.			
Lockerman-Bundy			

3. Outcome Determinants:

Factors which contributed to growth in student achievement for the 1979-1980 school year are:

1. Supervisory Services/Specialist Senior Teachers
2. Structured Curriculum - Grade Level Expectancies and ECE Guide
3. Staff Development Sessions/Workshops and Demonstrations
4. Support of Building Administrators
5. Strong Parent Involvement Program
6. Commitment, Dedication and High Expectations from Teaching Staff

Factors which contributed to the lack of growth are:

1. Long term vacancies which were allowed to exist
2. Weak teachers in specific grades
3. Lack of support and commitment on the part of administrators and teachers
4. Teachers spend too much time in preparing activities which are not meaningful
5. Low expectations of ESEA Title I children

4. Modification Explanation:

County Name Baltimore City

Form B-10

Program Operation

A. Program Activity Changes:

Initiation of the Instructional Service Center to provide more time for teachers to spend on the instructional program and to provide materials which are more durable which will reduce the cost and amount of supplies ordered for children.

B. Coordination of Parent Activities:

1. At the LEA level:

____	Title I Coordinator
____	Instructional Supervisor
X	Parent Coordinator
____	Other (Specify)

2. At the school level:

X	Principal
____	Resource Teacher
X	Home School Community Worker
X	Other (Specify) Senior Teacher (ESEA Title I)

Non-Public Title I Components
Only

County Name Baltimore City

Form E-4

Program Objectives and Degree Achieved

Non-Public Schools

1. OBJECTIVES	GRADE	2. DEGREE ACHIEVED
[1]To improve the reading readiness levels of the ESEA Title I pupils in kindergarten so that the average performance of the group, on the reading readiness section of a standardized test will show an increase of at least one stanine between the testing sessions. The Test of Basic Experiences)TOBE) (Level K) shall be administered to the kindergarten pupils to measure reading readiness developmental skills as they occur between pre and posttest sessions, October 1979 and May 1980 respectively.	K	The pupils in Non-Public ESEA Title I schools achieved the reading readiness objective by indicating an increase of two stanines between testing sessions.

[1]FY '80 ESEA Title I Proposal, p. 32.

County Name Baltimore City

Form B-4

Program Objectives and Degree Achieved

Non-Public Schools

1. OBJECTIVES	GRADE	2. DEGREE ACHIEVED
[1]To improve the mathematics readiness of the ESEA Title I pupils in kindergarten so that the average performance of group on the mathematics subtest of a standardized test will show an increase of at least one stanine between the testing sessions. The Test of Basic Experiences (TOBE) (Level K) shall be administered to the kindergarten pupils to measure mathematics readiness as it occurs between pre and posttest sessions, October 1979 and May 1980 respectively.	K	The pupils in Non-Public ESEA Title I Schools indicated no change in stanines gains. They showed an average of 4 stanines in the Fall and in the Spring.

[1]FY '80 ESEA Title I Proposal, p. 39.

County Name Baltimore City

FORM B-5
Standardized Test Information

1. Subject: [X] Reading (subtest) Language
[ ] Mathematics (subtest) _____

2. Type of School: [ ] Public
[X] Non-Public

SELECTION TESTS 3. Name (Edition Year)	Grade	Form 4	Level 5	Date 6	Selection and Evaluation Test Scores Checked at County Level by: (Specify Name and Position) 7
[1]Boehm Test of Basic Concepts	Pre-K	B7	A	5/79	Dr. Ernestine M. Reid, Staff Specialist (Pre-K-K)
TOBE 1970	K	-	K	1/80	
	1				
	2				
	3				
	4				
	5				
	6				
	7				
	8				
	9				

EVALUATION TESTS Name (Edition Year 8		Grade	Form 9		Level 10		Dates 11		Make-Up Test Dates 12		Tests Scored: 13	
Pretest	Posttest		Pre	Post	Pre	Post	Pre	Post	Pre	Post	a. Locally by Hand	b. By Machine*
[1]Boehm 1969	Boehm 1969	PreK	B7	B7	A	A	10-79	5-80	10-79	5-80	Fall '79OTE	BCPS/DC
TOBE 1970	TOBE 1970	K	-	-	K	K	10-79	5-80	10-79	5-80		CTB
		1										McGraw
		2										Hill
		3										
		4										
		5										
		6										
		7										
		8										
		9										

*Specify Name of Scoring Service

[1]Converted by OTE, 1979, to machine-scoreable test booklets, with permission from Psychological Corporation.

County Name Baltimore City

FORM B-5
Standardized Test Information

1. Subject: [ ] Reading (subtest) _____ 2. Type of School: [ ] Public
[X] Mathematics (subtest) Mathematics [X] Non-Public

SELECTION TESTS 3. Name (Edition Year)	Grade	Form 4	Level 5	Date 6	Selection and Evaluation Test Scores Checked at County Level by: (Specify Name and Position) 7
	Pre-K				
TOBE 1970	K	-	K	1-80	Dr. Ernestine M. Reid, Staff Specialist (Pre-K-K)
	1				
	2				
	3				
	4				
	5				
	6				
	7				
	8				
	9				

EVALUATION TESTS Name (Edition Year) 8		Grade	Form 9		Level 10		Dates 11		Make-Up Test Dates 12		Tests Scored: 13	
Pretest	Posttest		Pre	Post	Pre	Post	Pre	Post	Pre	Post	4. Locally by Hand	5. By Machine*
		PreK										
TOBE 1970	TOBE 1970	K	-	-	K	K	10-79	5-80	10-79	5-80		CTB
		1										McGraw
		2										Hill
		3										
		4										
		5										
		6										
		7										
		8										
		9										

*Specify Name of Scoring Service
Converted by OTE, 1979, to machine-scoreable test booklets, with permission from Psychological Corporation.

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County Name Baltimore City Form B-6

Program Information and Standardized Achievement Test Averages

1. Subject: [X] Reading Language 2. Type of School: [ ] Public 2. Testing Schedule:

[ ] Mathematics (subtest) _____ [X] Non Public [ ] Spring to Spring

[X] Fall to Spring

Gr.	Member-ship-Count 4	No. of Partici-pants 5	N 6	No. of Mos. Be-tween Tests 7	Aver. Pre-test Sta-nine Raw Score 8	Aver. Pre-test NCE or Stand. Score 9	Aver. Post-test Sta-nine Raw Score 10	Aver. Post-test NCE or Stan. Score 11	Pre-test Per-cent-ile Rank 12	Pre-test NCE 13	Post-test Per-cent-ile Rank 14	Post-test NCE 15	NCE Gain 16	Aver. Sta-nine Gain Raw Score 17
Pre K 1														
Pre K 2	12	12	N/A	8	34.4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
K	281	281	281	8	4.0	47	6.0	58	39	44.1	64	57.5	13.4	2.0

1. Raw Score (No. of items correct) is used for the Boehm at the Pre-K level.

   Stanine is used to describe scores at the kindergarten level utilizing TOBE-K.

2. There were no post-test scores at the Pre-K level.

County Name Baltimore City

Form B-6

Program Information and Standardized Achievement Test Averages

1. Subject: [ ] Reading _____ [X] Mathematics (subtest) Mathematics

2. Type of School: [ ] Public [X] Non Public

2. Testing Schedule: [ ] Spring to Spring [X] Fall to Spring

Gr.	Member-ship-Count 4	No. of Partici-pants 5	N 6	No. of Mos. Be-tween Tests 7	Aver. Pre-test Sta-nine Raw Score 8	Aver. Pre-test NCE or Stand. Score 9	Aver. Post-test Sta-nine Raw Score 10	Aver. Post-test NCE or Stan. Score 11	Pre-test Per-cent-ile Rank 12	Pre-test NCE 13	Post-test Per-cent-ile Rank 14	Post-test NCE 15	NCE Gain 16	Aver. Sta-nine Gain Raw Score 17
Pre K 1		Not Applicable												
Pre K 2		Not Applicable												
K	265	265	265	8	4.0	45	4.0	51	29	38.3	38	43.6	5.3	0

1. Raw Score (no. of items correct) is used for the Boehm at the Pre-K level.

   Stanine is used to describe scores at the kindergarten level utilizing TOBE-K.

2. There were no post-test scores at the Pre-K level.

Names of Schools Reporting a Growth
Rate of 10 or More Raw Score Units
or 2 or More Stanines

Form B-7

Amount Of Gain Achieved On
Standardized Achievement Tests

1. Subject Matter:
   - [X] Reading
   - [ ] Mathematics

2. Type of School:
   - [ ] Public School
   - [X] Non-Public School

3. Testing Schedule
   - [ ] Spring to Spring
   - [X] Fall to Spring

Subtest Language

Grade	4. Number of Stanine/Raw Score											
	5 or Less	6	7	8	9	10	11	12	13	14	15 or More	Total N
Pre-K				Not Applicable								
Pre-K												
K	[1] 279	2	0	0		Not Applicable						281

[1] Of the 276 under 5 or less category 209 (.74) met the objective indicating a gain of 1 or more stanines between pre-post testing.

Form B-7

Amount Of Gain Achieved On
Standardized Achievement Tests

1. Subject Matter:
   - ☐ Reading
   - ☒ Mathematics

2. Type of School:
   - ☐ Public School
   - ☒ Non-Public School

3. Testing Schedule
   - ☐ Spring to Spring
   - ☒ Fall to Spring

Subtest Mathematics

Grade	4. Number of Stanine/Raw Score											
	5 or Less	6	7	8	9	10	11	12	13	14	15 or More	Total N
Pre-K				Not Applicable								
Pre-K												
K	[1]263	1	0	1								265

[1] Please note that 211 (.80) of the pupils in the 5 or less group gained 1 or more stanines between testing sessions.

Form B-8

Outcomes Assessment

1.

Names of Schools Reporting A Growth Rate of 10 or More Raw Score Units or 2 or More Stanines	READING GRADE		
	Pre-K N/A	Pre-K N/A	K
St. James and John			X
St. Katherine			X
St. Michael			X
St. Patrick			X
Fr. Charles A. Hall El.			X
St. Phillip and James			X
Madonna Elem.			X
Rosa Parks Elem.			X

2.

Names of Schools Reporting A Growth Rate of 10 or More Raw Score Units or 2 or More Stanines	MATHEMATICS GRADE		
	Pre-K N/A	Pre-K N/A	K
Rosa Parks-Elem. 721			X

Names of Schools Reporting A growth Rate of 6 or less Raw Score Units or 1 or less Stanines. (None were in this group)

Appendix A

Title I Health Report

Pre-K-K

"B" Schools

Pre-kindergarten (Pre-K) Health Screening

All pre-kindergarten pupils were offered a battery of health screening which included hematocrit, tuberculin and urine testing as well as a physical examination. This service was provided in the schools by the Title I health team when families did not have a source of primary health care.

All pupils with positive or suspect screens received intensive follow-up until seen by an appropriate medical resource. (At this point they were considered to be compliant).

Results of Pre-K screening were as follows:
Pre-K population: 919 pupils

Type of Screen	Screens Offered		Completed Screens		Screening Referrals		Compliant		Non Compliant		Needing Treatment	
	#	%	#	%	#	%	#	%	#	%	#	%
Hematocrit	919	100%	598	65%	38	6%	24	63%	14	37%	23	96%
Tuberculin	919		594	65%	6	1%	4	66.6%	2	33.3%	2	50%
Physical Exam	919		782	85%	155	20%	128	83%	27	17%	121	95%
TOTAL	2757	100%	1974	72%	199	10%	156	78%	43	22%	146	94%

1974 (72%) of the screens were completed.
199 (10%) of the completed screens were referred.
156 (78%) of the pupils referred were compliant.
146 (94%) of the pupils in compliance were in need of treatment.

Nutrition counselling was provided to the families of 107 pupils (18%) of those screened who had hematocrits at a borderline level.

"B" SCHOOLS

Physical Examinations

Routine physical examinations (PEs) were available for Pre-K pupils, but some Title I pupils in other grades also needed this service. When no primary source of health care was available, needed physical examinations were provided to students in grades kindergarten (K) through fourth by the pediatric nurse practitioner (PNP).

Results of Physical Exams

Pre-K population	919
K thru 4 population	5822
Total population	6741

Grade	Population #	Population %	PEs Completed #	PEs Completed %	Further Referral Needed #	Further Referral Needed %	Compliant #	Compliant %	Non-Compliant #	Non-Compliant %	Treatment Needed #	Treatment Needed %
Pre-K	919	100	782	85	155	20	128	83	27	17	121	95
K thru 4	5822	100	152	26	140	92	105	75	35	25	99	94
TOTAL	6741	100	934	14	295	32	233	79	62	21	220	94

934 (14%) of all Title I children in the 13 schools received a physical examination.
295 (32%) of the pupils examined needed more extensive evaluations or referral.
233 (79%) of the pupils referred were compliant.
220 (94%) of the pupils in compliance did indeed need treatment.

NOTE: Only 20% of the pupils (Pre-K) who received routine physical exams needed further referral, but 92% of the non-routine physical exams (grades K through 4) needed more extensive evaluations.

"B" SCHOOLS

Physical Examinations (cont'd)

Problems identified as a result of the physical examinations provided to Title I pupils in grades Pre-K through fourth were as follows:

Problem	# Pupils	%
Dental Caries	41	(17.5)
Upper Respiratory Infection	35	(15)
Asthma	25	(11)
Obesity	18	(8)
Vision	14	(6)
Otitis Media	11	(5)
Behavior & Learning	11	(5)
Ears, Nose, & Throat	11	(5)
Dermatitis	10	(4)
Cardiac	8	(3)
Total	184	(79)
All other diagnoses	49	(21)
TOTAL	233	(100)

As a result of the physical exam, 233 pupils were found to be in need of and received appropriate medical intervention.

"B" SCHOOLS

Vision and Hearing Component

Pre-Kindergarten, (Pre-K), Kindergarten (K), first and fourth grade pupils were screened on a routine basis for possible vision and/or hearing problems. Pupils in grades two and three were screened upon referral.

Results of Vision Screening

Grade	Population #	Population %	Screened #	Screened %	Passed #	Passed %	Failed & Referred #	Failed & Referred %	Compliant #	Compliant %	Non-Compliant #	Non-Compliant %	Treated #	Treated %
Pre-K	919	100					65		43		22		19	
K thru 4	5822	100					338		192		146		133	
TOTAL	6741	100	4066	60	3663	90	403	10	235	58	168	42	152	65

3663 (90%) of the pupils screened passed.
403 (10%) of the pupils failed and were referred.
235 (58%) of the pupils referred were compliant.
152 (65%) of the compliant pupils were in need of treatment.

"B" SCHOOLS

Vision Compliance Results

152 (65%) of the pupils in compliance received glasses and/or treatment.
83 (35%) of the pupils in compliance were examined and found to be within normal limits (WNL).

235 (100%) total in compliance

Diagnoses of Treated Students

Glasses Prescribed	#Pupils
Glasses (no other report rec'd)	56
Myopia	16
Myopic Astigmatism	7
Astigmatism	33
Amblyopias	11
Hyperopia	5
Refractive Error	8
TOTAL	136

Other Treatment Prescribed	#Pupils
Intermittent Exotropia	2
Strabismus	2
Glaucoma	1
Being followed - no diagnosis received	11
TOTAL	16

152 pupils treated

"B" SCHOOLS

Results of Hearing Screening

Grade	Population	Screened		Passed		Failed & Referred		Compliant		Non-Compliant		Treated	
		#	%	#	%	#	%	#	%	#	%	#	%
Pre-K	919					35		21		14		9	
K thru 4	5822					182		105		77		42	
Total	6741	4002	59	3815	95	217	5	126	58	91	42	51	40

3815 (95%) of the pupils screened - passed.
217 (5%) of the pupils failed and were referred.
126 (58%) of the pupils referred were compliant.
51 (40%) of the pupils in compliance were in need of treatment.

Hearing Compliance Results

75 (60%) of the pupils referred and in compliance and examined were found to be within normal limits.
51 (40%) of the referred pupils were examined and in need of treatment.

126 (100%) total pupils in compliance

Diagnosis of treated pupils	# Pupils	%
Otitis Media	22	43
Cerumen	9	18
Foreign Body in Ear	1	2
Being followed - no report	6	12
Hearing loss	13	25
Total	51	100

"B" SCHOOLS

Nurse-Teacher Conference (NTC)

The Nurse Teacher Conference was provided to pupils in grades Pre-K through fourth in all the "B" Cluster schools. Results were as follows:

Grade	# Screened	Referred #	Referred %	Compliant #	Compliant %	Non-Compliant #	Non-Compliant %	Treatment Needed #	Treatment Needed %
Pre-K	919	230		146		84		136	93
K thru 4	5822	850		624		226		570	91
Total	5741	1080	16	770	71	310	29	706	92

1080 (16%) of the Title I pupils were referred to a medical resource as a result of the NTC.
770 (71%) of those referred were compliant.
706 (92%) of those in compliance were found to be in need of medical intervention.

NTC (cont'd)

The most common health problems identified and treated as a result of the NTC were as follows:

Health Problem	# Pupils	%
* Learning and Behavior (B&L)	72	9.3
Upper Respiratory Infections	71	9.2
Asthma	70	9
Vision	70	9
Speech	50	
Dental Caries	33	
Hearing	29	
Obesity	27	
Gastro-Intestinal	27	
Seizures	20	
Ears, Nose & Throat	20	
Genito - Urinary	18	
Otitis Media	15	
Skin Infections	15	
* Social Emotional	15	1.9
* Hyperactivity	14	1.8
Chicken Pox	12	
Allergy	12	
Child Abuse	10	
All other diagnoses (Each less than 1% of Total)	106	
	TOTAL 706	100

There is some overlapping in the symptomotology of pupils diagnosed as B & L, socio-emotional, and hyperactivity. If these three categories were grouped the total number of pupils would be 101 or 13% of those treated.

Total treated	=	706
Total found to be within normal limits	=	64
Total referred	=	770

"B" SCHOOLS

Chronic Health Problems

Many Title I pupils in the "B" schools were known to have special health needs or handicapping conditions. These children with known chronic problems were provided with nursing intervention as needed. The known health problems i.e. problems identified before the 1979-80 school year were as follows:

Total Population 6741 - Total Population with Chronic Problem 887 (13%)

Known Health Problem	# Pupils	%
*Behavior & Learning (B&L)	338	38
Asthma	188	21
*Emotional-Social	149	17
Speech	62	
Seizures	25	
Cardiac	22	
Sickle Cell Anemia	14	
Vision	13	
*Hyperactivity	10	1
Allergies	9	
Lead Poisoning	8	
Eczema	4	
Obesity	4	
All other diagnoses	41	
	887	100%

"B" SCHOOLS

Additional Areas of the Title I Health Component

Health Education Programs were provided by nurses for:

	Parents	Faculty	Pupils
Topics:	School Health Program	School Health Program	Nutrition
	Immunization	Immunization	Hygiene
			Menstruation
			Drug Abuse

As ESEA nurses only spent one day a week in the 13 schools and other priorities took most of this time, few health education programs were presented.

Health Counselling was ongoing throughout the year for:

	Parents	Faculty	Students
# Encounters	1405	998	5672

Hospital Emergencies

#	Diagnosis
4	Severe lacerations
3	Fractures
1	Multiple Seizures
1	Status asthmaticus
1	Severe epistaxis
1	Severe chest pain
1	Gun pellet wound to eye
8	Diagnosis not known
20	Total

All Cluster Schools

A Vision Program for 1979-80

When no medical resource was available to Title I students with suspected vision blems, ESEA funds were used to provide eye examination (and glasses if indicated). results of this program, which is unique in school health, were as follows:

Number of students or students needing this service

Total Referred — 178 (100%)

Total referred and not seen	(non-compliant)	72 (40%)
Total examined	(compliant)	106 (60%)

Results of students examined

Within normal limits	39 (37%)
Glasses provided	59 (56%)
Glasses not needed but treatment provided	8 (7%)
TOTAL	106 (100%)

gnoses of Students examined —

1. Treatment Completed or ongoing (glasses not needed at this time)

# Pupils	
2	Strabismus with amblyopia
1	High Myopia - exophoria
1	Esotropia
1	Posterior subcapsular cataract
1	Possible ocular albinism
1	Astigmatism and esophoria
1	Hyperopic astigmatism
(7%) 8	Total

ESEA Vision Program(continued)

2. Glasses Provided

# Pupils	
14	Refractive error
* 1	Refractive error and ptosis
13	Myopia
6	Myopic - astigmatism
1	Myopic - amblyopia
11	Astigmatism
1	Hyperopia with amblyopia
4	Hyperopia with astigmatism
* 1	Amblyopia
* 4	Anisometropia with amblyopia
* 1	Amblyopia with microstrabismus
* 1	Macular degeneration (Possible juvenile retinoschisis)
* 1	High myopia with possible myopic degeneration
(56%) 59	TOTAL

3. (37%) 39 within normal limits - no treatment or glasses needed.

4. (63%) 67 treated and/or glasses.

5. 106 Total # of pupils examined and paid for with ESEA funds.

* Glasses provided plus further treatment

Not all reports had been received when this data was collated.
Totals will be somewhat higher after all reports are submitted.

Physical Examinations (cont'd)

Problems identified as a result of the physical examinations provided to Title I pupils in grades Pre-K through fourth were as follows:

Problem	# Pupils	%
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"B" SCHOOLS

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